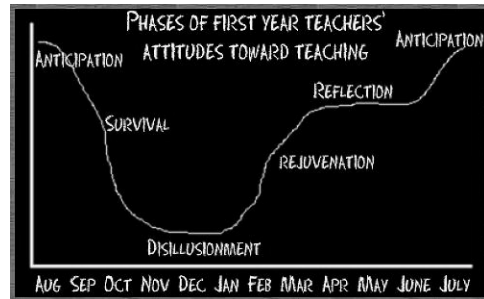


## Strategic Reading: Engaging Students with the Text



Laura Terrill  
lterrill@gmail.com



Name						
1)	10	9	8	7	6	0
2)	10	9	8	7	6	0
3)	10	9	8	7	6	0
4)	10	9	8	7	6	0
5)	10	9	8	7	6	0

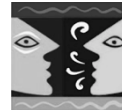
## Three Modes of Communication



Interpretive



Presentational



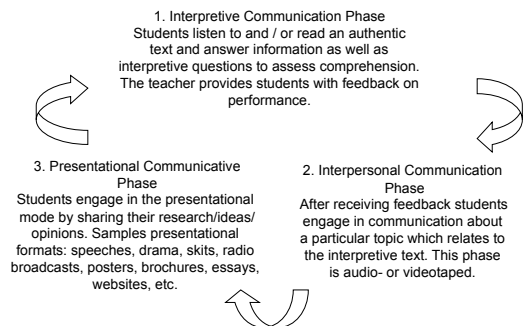
Interpersonal

## What is the mode of communication?

1	Prepare a poster about your favorite sport.	
2	Watch a travel video and jot down places of interest.	
3	Talk about what to do on the weekend.	
4	Send a letter to an e-pal.	
5	Create a graphic organizer for new vocabulary.	
6	Create a skit where you buy something in the market.	

Laura Terrill

## ACTFL Integrated Performance Assessment



**The Essay**


The Spanish language essay requires students to listen to an authentic text and read an authentic text.

They must use information from both texts to write an essay.

Students are then allowed 5 minutes to plan and 40 minutes to write an essay of at least 200 words.

**Three Modes of Communication**

**Interpretive**



What reading might I use for a PRCE lesson?


Something I can do differently next time...

Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are personally engaged in thinking while we read.

- Toward

**Interactive Reading 101: Engaging Students with the Text!**




**Do I Really Have to Teach Reading?**

Content Comprehension, Grades 6-12

Everyone is a reading teacher.

Teaching reading is as important as teaching content.

Cris Tovani



**Are you a good, strategic reader in all content areas?**

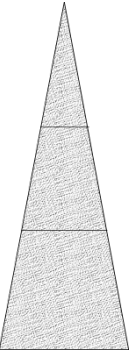
**What have you struggled to read lately?**

**Traditional Format**

Reading assignment given

Independent reading

Discussion to see if students learned main concepts, what they "should have" learned



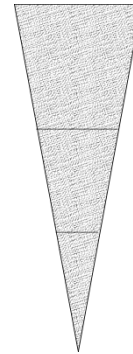
*Adapted from McREL blackline masters*

## The Blurvle Ceremony

The axtlzbzn is worn primarily by meebbs for the blurvle ceremony each kipto. It consists of a wlomb made of cygde and tied with a qorf. It is decorated with many hujas.

1. Describe the axtlzbzn.
2. Who wears an axtlzbzn?
3. What ceremony is it for?
4. Fill in the blanks: The \_\_\_\_\_ is worn  
by \_\_\_\_\_ for the \_\_\_\_\_.

## Strategic Format



Prereading activities:  
Discussion  
Predictions  
Questioning  
Brainstorming  
Setting Purpose

Guided ACTIVE  
silent reading

Activities to clarify,  
reinforce, extend  
knowledge

It is really quite simple. First you arrange things into different groups. Of course, one group may be sufficient depending on how much there is to do. It is important not to overdo things. That is, it is better to do too few things than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity of it. After the procedure is completed one arranges the materials into different groups again. Then the groups can be placed in their appropriate places. Eventually, they will be used once more and the whole cycle will then have to be repeated.

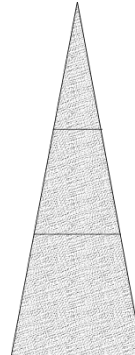
## Traditional Format

## Strategic Format

Reading  
assignment  
given

Independent  
reading

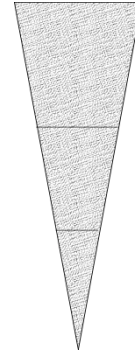
Discussion to  
see if students  
learned main  
concepts, what  
they "should  
have" learned



Prereading  
activities:  
Discussion  
Predictions  
Questioning  
Brainstorming  
Setting Purpose

Guided ACTIVE  
silent reading

Activities to  
clarify,  
reinforce,  
extend  
knowledge



## Before Reading Strategies



## Greet and Go / Tea Party

You have been given a strip of paper with a sentence from this article. Circulate and read your sentence to others. Do not expand on what the card says. Do not make any notes. As you hear what others say, think about what the text is about. Return to your small group and make a prediction.

## Greet and Go Strips

The point is not to put the article and notes in a pile to be filed later.

Before I plan a course I can go through the pertinent files.

You must have something to read and make the time to read.

I use tricks to keep myself awake.

## Anticipation Guide

Read the following 3 statements prior to reading the text and decide if you agree or disagree with the statement. Then, predict what you think the text will be about. As you read look for evidence to support your choice. When you finish reading, decide if you have changed your opinion.

	Before reading	After reading
1. Teachers find it easy to read professional articles.	Agree/disagree	Agree/disagree
2. Most teachers have organized systems for keeping track of new ideas.	Agree/disagree	Agree/disagree
3. It's best to understand the theory before trying a new strategy.	Agree/disagree	Agree/disagree

## During Reading Strategies



## Marking Text

Read the first paragraph and make a text-to-self connection. Highlight one idea and explain how it relates to you.

What I'm suggesting is professional development on the cheap. All you need is a magazine, journal, book, or Web site about teaching ESL/EFL. Other topics will do: foreign language instruction, human psychological development, for example. This publication will do excellently. Then, simply find a comfortable chair, sit down, and read. Well, not quite. One of the sad truths I've discovered about my self is that, if I sit in a comfortable chair, I fall asleep. End of professional development. I'm not criticizing my colleagues' writing; it is simply a painful fact that most teachers don't sleep enough. I may sit down with excitement to read an article to improve my teaching and wake up 10 minutes later with no idea of what I've just read.....

excerpted from an article by Sheryl Slocum from the Essential Teacher, TESOL

## The Armchair Professional

After I have finished reading the article or book, I must put my copy or carefully labeled notes somewhere accessible. The filing system I developed at first consisted of five folders labeled Reading, Composition, Pronunciation, Grammar, and Listening. Soon, though, more folders squeezed in: Games, Effective Teaching, Language Acquisition, and others. Filing systems are particular to teaching situations and mental categories. The point is not to put the article and notes in a pile to be filed later. That pile is still on my desk. Later when I want to work with a class on, for example, the rhythm of spoken English, I leaf through my Pronunciation file. Usually, such an excursion turns up three to five ideas to try in class.

excerpted from an article by Sheryl Slocum from the Essential Teacher, TESOL

## Say Something

Read the text stopping at the end of each paragraph. Alternate who says something first. Make a prediction, ask a question, make a comment or make a connection. Jot down what was said.

## Anticipation Guide

Read the following 3 statements prior to reading the text and decide if you agree or disagree with the statement. Then, predict what you think the text will be about. As you read look for evidence to support your choice. When you finish reading, decide if you have changed your opinion.

	Before reading	After reading
1. Teachers find it easy to read professional articles.	Agree/disagree	Agree/disagree
2. Most teachers have organized systems for keeping track of new ideas.	Agree/disagree	Agree/disagree
3. It's best to understand the theory before trying a new strategy.	Agree/disagree	Agree/disagree

## After Reading Strategies



## Most Important Word

To review, choose 3-4 words that you feel are the most important words in the passage based on evidence in the text. Be ready to explain why you chose each word.

## R.A.F.T

Role	Audience	Format	Topic
Tired teacher	Other teachers	Notecard	Best way to keep track of ideas
Armchair	Teachers	Complaint letter	Too much snoring
Pile of papers	Index cards	Thank you note	Feeling organized
Teacher	PDC	Email	Suggestion for professional development

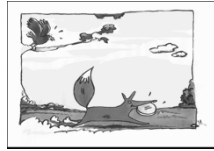
Your "apple save" moment....



## Vocabulary Development



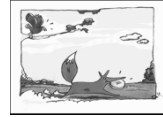
Predict the story.



crow, fox, cheese, sing



Predict the story.



- ☐ The fox says hello to the crow.
- ☐ The crow is upset.
- ☐ The fox gives advice to the crow.
- ☐ The fox tricks the crow.
- ☐ The crow sings for the fox.
- ☐ The crow has a piece of cheese.

### Tear Sheet Vocabulary



### Chocolate

From the beginning chocolate was considered a gift from the gods. The Aztecs had a myth about its origin. According to the legend, a god came to earth and brought a cocoa plant that was stolen from paradise. He taught the Indians how to make chocolate from the beans. The Indians toasted and ground the beans to make a delicious drink. The other gods punished the robber god for what he had done: he had revealed their secret.

(Adapted from Sass, L. J. 1985, Mayo-Junio. Alimento de los dioses. Américas, 37, 3)

### El chocolate

Desde el principio se consideraba el chocolate un regalo de los dioses. Los aztecas tenían un mito acerca de su origen divino. Según la leyenda, un dios vino a la tierra y trajo una planta de cacao robada del paraíso. Les enseñó a los indios a hacer el chocolate de las semillas. Los indios las tostaron y las molieron para hacer una bebida sabrosa. Los otros dioses castigaron al dios ladrón por lo que hizo: les reveló el secreto suyo.

### Jean and Andre

Jean and Andre are brothers. Jean is older. The two go to a school which is found less than five kilometers from their home in Paris. Although there is a difference in age of three years between the two brothers, their grade levels are only two years apart. Andre is in sixth grade. What grade is Jean in?

Enriching Content Classes for Secondary Students (National Level)

## Education Systems: U.S. vs. France

U.S.	France
Grade level	Grade level
6.....	6
7.....	5
8.....	4
9.....	3
10.....	2
11.....	1
12.....	terminal

## Barco de refugiados



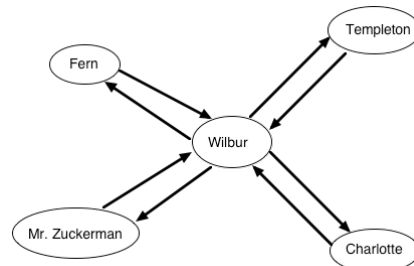
no es  
posible  
hablar



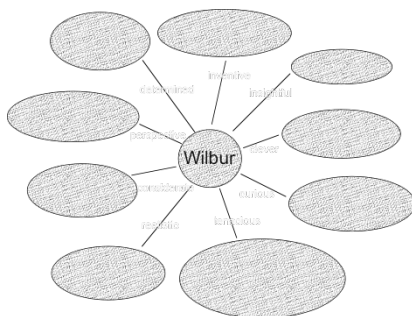
## Predict the story.

spider	little girl	state fair
generous	pig	egg sack
selfish	farmer	geese
rat		

## Story Map



## Character Trait Map



## Hangman



## Story Map

Characters:	
Setting:	
Problem:	
The goal:	
Event 1:	
Event 2:	
Event 3:	
Event 4:	
Event 5:	
Antagonist:	
Protagonist:	
Climax:	
Point of view:	
Message:	

## Concrete / Relative / Abstract



## Concrete



Tell me what you see.  
What is going on in the picture? What did the character do in the story?

## Relative



Relate the picture or story to a personal experience..

## Abstract



Compare, contrast or connect the picture to an idea, to something else that is happening. What is the theme of the story?

## Grammar in Context

**P**resentation

**A**

**C**

**E**

Shrum & Glisan



### Déjeuner du matin, Jacques Prévert

Il a mis le café	Sans me parler
Dans la tasse	Sans me regarder
Il a mis le lait	Il s'est levé
Dans la tasse de café	Il a mis
Il a mis le sucre	Son chapeau sur la tête
Dans le café au lait	Il a mis son manteau de pluie
Avec la petite cuiller	Parce qu'il pleuvait
Il a tourné	Et il est parti
Il a bu le café au lait	Sous la pluie
Et il a reposé la tasse	Sans une parole
Sans me parler	Sans me regarder
Il a allumé	Et moi j'ai pris
Une cigarette	Ma tête dans ma main
Il a fait des ronds	Et j'ai pleuré.
Avec la fumée	
Il a mis les cendres	
Dans le cendrier	

### Grammar in Context

**P**resentation

**A**ttention

**C**

**E**

### Déjeuner du matin, Jacques Prévert

He put the coffee In the cup	Without speaking to me
He put milk In the coffee cup	Without looking at me
He put sugar In the coffee with milk	He got up
With the small spoon	He put his hat on his head
He stirred	He put on his raincoat
He drank	Because it was raining
the coffee with milk	And he left
And he set the cup down	Under the rain
Without speaking to me	Without a word
He lit a cigarette	Without looking at me
He blew rings	And me I put
With the smoke	My head in my hands
He put the ashes In the ashtray	And I cried.

### Grammar in Context

**P**resentation

**A**ttention

**C**o-construct

**E**

### Passé composé

*nager* Hier, j' **ai nagé** à la plage.  
*écouter* D'abord, j' \_\_\_\_\_ de la musique.

### Grammar in Context

**P**resentation

**A**ttention

**C**o-construct

**E**xtend

## Teaching Nonfiction Reading

We need to teach students:

- How to use the questions we give them and how to create questions of their own.
- How to use clues an author provides to identify main ideas and supportive details.
- How to successfully summarize and retell the important information both during and after reading.
- How to recognize the most common textual patterns — comparing and contrasting, explaining causes and effects, laying out a sequence of events, describing a process.

Adapted from Discovering Nonfiction: 25 Powerful Teaching Strategies



Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

<http://www.elboricua.com/BoricuaKids.html>

Read



Cover



Remember



Retell

## Magnet Summaries

Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier	explorer
Columbus	
colony	Puerto Rico
governor, tomb, estate	

Buehl, 2001

## Proof for / Proof against

Proof For		Proof Against
	Juan Ponce de Leon was born in Puerto Rico.	
	Puerto Rico was the name of the island when Christopher Columbus arrived.	
	Juan Ponce de Leon was very talented.	

## Closure

- ABC....Summarize
- Brainstorm round a word
- Apple Save



## Un regalo para Abuelita

En celebración del Día de los Muertos  
ISBN 0-87358-688-1



A  
C  
T  
I  
V  
E

## A.C.T.I.V.E

### Ask Questions



Who?	What?	When?
Where?	Why?	Which would?
If....then?	Who can?	How did?

Thick questions vs. thin questions

## A.C.T.I.V.E

### Ask Questions

Abuelita scolded the day she discovered Rosita pulling up plants in the garden.

"I'm weeding!" protested Rosita.

"Those are not weeds!" replied Abuelita. She showed Rosita what to pull and what to save. "These plants are chiles. We will harvest them together. This year you can help me make salsa."

Rosita was pleased. She like helping her grandmother cook.

## A.C.T.I.V.E

### Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

Interesting idea	I'm confused	I disagree
Important idea	I remember	I'm surprised
I wonder		

## A.C.T.I.V.E

### Connect:

- Text-to-self
- Text-to-text
- Text-to-world

Then Abuelita got sick. Soon she was too weak to work in the garden. Rosita sat by her grandmother's bed, braiding and telling her stories. "The chiles are fat now," she told Abuelita. "When you are well, we will pick them together."

But before the chiles could ripen, Abuelita died.

Rosita missed her very much. She missed the soap scent of Abuelita's everyday dress and the pla-pla-pla of her hands shaping dough for tortillas. She missed the strong warmth of her grandmother's arms. She wanted to hear Abuelita's voice whisper "good night."

## A.C.T.I.V.E

### Track Down



Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

## A.C.T.I.V.E

### Track Down

"We need Abuelita here," Rosita told Abuelo in October. Her grandfather nodded. His brown eyes glistened.

"Yes," he said. "I miss her too. You can show Abuelita how much you miss her, *mija*. Make her a gift for when she visits us on the Day of the Dead."

On the Day of the Dead, families remember the people they love who have died. Each family makes an *ofrenda* at an altar to welcome the dead. Everybody make gifts for the altar.

## A.C.T.I.V.E

### Making Inferences



Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.

Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

## A.C.T.I.V.E

### Making Inferences

Rosita remembered something she knew how to do. She asked Abuelo for three long strands of yarn. Then she sat near his loom in the courtyard and started to braid.

She braided the following morning as well, when her family went to the market. They sold some flowers and bought candles and incense, apples and bread of the dead.

"What a beautiful braid!" said the woman who sold them the bread.

"*Gracias*, but it isn't finished yet," said Rosita.

All the way home on the bus, Rosita worked on her braid. The cord reached from the tips of her fingers past her elbows.

## A.C.T.I.V.E

### Visualizing



Create visual and other sensory images during and after reading.

Ask students to read, discuss and then draw what they see happening in the text. Drawings can be done on transparencies and shared with the class. Students might also be asked to select a song that relates to the text.

## A.C.T.I.V.E

### Visualizing

As twilight deepened, she finished her braid. It was as tall as she was. Rosita sat by her grandmother's grave, stroking the cord with her fingers. In it, she had braided the things she remembered: the scent of her grandmother's dress, the pla-pla-pla of her hands on the tortillas, her songs and her scolding, her tales and the taste of her salsa.

Closing her eyes, Rosita began to feel warm, as if she were safe in her grandmother's arms. Soft wings brushed her face like a kiss. Then in her heart, a husky voice whispered, *Buenas noches, Rosita*.

## A.C.T.I.V.E

### Eureka!



Retell or synthesize what has been read.

Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

## A.C.T.I.V.E      Eureka!



### Story Map

Characters:	
Setting:	
Problem:	
The goal:	
Event 1:	
Event 2:	
Event 3:	
Event 4:	
Event 5:	
Antagonist:	
Protagonist:	
Climax:	
Point of view:	
Message:	

## R.A.F.T.

Role	Audience	Format	Topic
Rosita	Abuelo	Letter	Why you miss Abeultia so much
Braid	Rosita	Note	How much love you feel in her fingers and questions about why that is so
Newspaper Reporter	Americans who do not understand Day of the Dead	Newspaper Interview	Questions about the day and the items on the altar
?	?	?	?

## Assessment vs. Evaluation

### Formative vs. Summative

## Bloom's Choice Board

remembering understanding	applying analyzing	evaluating creating
applying analyzing	evaluating creating	remembering understanding
evaluating creating	remembering understanding	applying analyzing

[http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

### Literacy Tic-Tac-Toe

Create a scramble board by selecting a key word and connecting as many other words as possible. All words must be relevant to the text.	Construct a graphic organizer that categorizes the main ideas and supporting details. <b>or</b> Develop a biopoem describing a character or one that gives the characteristics of a particular item or event. Incorporate information that is significant to the text.	Write a critique or an editorial justifying your opinion using excerpts from the text.
Design a role play that highlights a conflict and attempts to resolve the conflict. <b>or</b> Create a concrete or abstract visual representation of a critical section and write an explanation of your artwork.	Create an advertisement/promotion for the text. Prepare a presentation that seeks to convince others to endorse your ad campaign.	Brainstorm around a word. Create a concept web/map using words and drawings that are relevant to the text.
Explore how the text might be different if you introduced a new character or changed critical facts. Explore what would happen if.....	Create an ABC book review of the text choosing words that begin with each letter of the alphabet. The words that you choose must connect to the text.	Create a flashback from the viewpoint of a character or event in the text. Be sure that the flashback connects to the text and that it enhances the reader's understanding. <b>or</b> Write several questions that would allow you to understand the text better. Be sure that your questions expect others to think in different ways.

**Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.**

**Meaning arrives because we are purposefully engaged in thinking while we read.**

- Tovani

#### LITERACY REVIEW

Place a "T" next to the terms you know well enough to teach someone else.

Place an "H" next to the terms you have heard of.

Place a question mark "?" next to the terms that are new to you.

\_\_\_\_\_ four dimensional study

\_\_\_\_\_ PACE

\_\_\_\_\_ greet and go

\_\_\_\_\_ logographic clues

\_\_\_\_\_ most important word

\_\_\_\_\_ RAFT

\_\_\_\_\_ text-to-self connection

\_\_\_\_\_ peer reading coaching

\_\_\_\_\_ tear sheet vocabulary

Write a sentence that includes one term you know from the list. Make certain that your sentence shows that you know what the word means.

When a signal is given to move from your seat, find someone you don't know in the room who can tell you what a term you are uncertain of means. Write the explanation down.

## Barco de refugiados

Lorna Dee Cervantes

Como almidon maiz  
me deslizo, pasando por los ojos de mi abuela,  
biblia a su lado. Se quita los lentes.  
El puden se hace espeso.

Mama me crio sin lenguaje.  
Soy huérfano de mi nombre español.  
Las palabras son extrañas,  
tartamudeando en mi lengua.  
mis ojos ven el espejo, mi reflejo:  
piel de bronce, cabello negro.

Siento que soy un cautivo  
a bordo de un barco de refugiados.  
El barco que nunca atraca.  
El barco que nunca atraca.